**Local Consultative Group for Transitioning to High School**

**Meeting Minutes**

**Date: Tuesday May the 4th 2010**

**Time: 9am - `12noon**

**Venue: Western Suburbs Special school**

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| **Present** | | **Apologies** |
| **Carol Baczyncki**  **David Newnam**  **Ben Jack**  **Joel Bagnall**  **Stephanie Corless**  **Andrew Carter**  **Lyrienne Cook**  **Fran Downs**  **Sandra McCarthy**  **John Rigsby-Jones**  **Nicole Walsh**  **Ngoc Croft**  **Naomi Cahill** | **Durack SS**  **Glenala SHS**  **Glenala SHS**  **Chaplain Glenala SHS**  **Qld Police Glenala SHS**  **Inala SS**  **Inala SS**  **Western Suburbs SS**  **Serviceton South SS**  **IYFSS**  **IYFSS**  **IYFSS**  **Chaplain Richlands SS/**  **Richlands East SS** |  |

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| **Agenda Item** | **Discussion Points** |
| * Need for a transition program **Fran Downs** * A high school perspective **Ben Jack** * Creating Links   **Andrew Carter Lyrienne Cook**   * Positive transitioning experiences **Carol Bacyzncki** * Factors affecting HS attendance **Stephanie Corless** * Inala Youth Service **John Rigsby-Jones Nicole Walsh**   **Ngoc Croft**   * Chaplains role **Naomi Cahill** | The particular blend of cultural, ethnic and socio-economic factors within Inala generates a need for an integrated transition program that reflects the needs of the community. This program should encompass community values across the following areas: curriculum, pedagogy, students social and emotional needs, the purpose for learning at HS, and promote strong administrative links with the feeder primary schools.  Ben Jack from Glenala SHS spoke about the student’s family backgrounds and that for some of these students attendance at school offered them stability and safety in their lives. Students in year 8 struggled academically to keep up with their work by the end of term 1. Students had difficulty coping with increased expectations and increased responsibility. They were anxious about bullying and worried about making friends. The HS placed them in familiar groups to help address these concerns. The High school faced several issues, firstly that the community perception of the HS has become more negative over the last 5 years, secondly being a small HS, it has limited resources and staff to promote and maintain effective transition initiatives given the challenges it faces within its school community.  Stronger links could be created with the high school through some of the following initiatives.  Teacher exchange for a day between primary and High School  Focus groups at high school  Moderation between Yr7 & yr8 teachers  Buddy classes /Sporting Links or lessons  Motivational speakers/Excursions to Universities to help portray a purpose for learning  Lesson content needed to be scaffolded in transitioning sessions  Yr 7 Students could only cope with ½ day at the HS as they tended to lose focus for longer periods.  Instructions needed to be clear- students needed to see good discipline to have a positive image of the school, as students perceived Glenala to be less strict than other High Schools. Students needed to know what was going to happen on Day I – Booklet.  Sessions where the student completed activities or produced something were successful transitioning experiences  Stephanie said truancy was an issue at HS. She spoke of the need to address this earlier in PS. As early intervention would go some way to alleviate the disengagement that occurs in HS. She felt a truancy program where school based police officers could be involved at an earlier stage with families to encourage parents to put a higher priority on school attendance  John spoke of the need for society to value all areas of work in the community – not only OP1’s. He believed that there was a need for an alternative option of schooling that would meet the needs of ‘at risk’ students within the Inala community. Student’s would also benefit from a better understanding from others of where they come from ie. the difficulties they face in their home lives  Nicole spoke of the role of community youth support workers for at risk students within the HS and the difficulties faced in a successful re-enter to the education system for students who had not attended school for a considerable amount of time.  Ngoc is developing a parenting program for Vietnamese parents of HS children who need support in developing parenting skills to help them better interact with their children during adolescence.  Naomi proposed a joint chaplaincy program in supporting the social and emotional needs of the students during transitioning. This would be comprised of 4 chaplains, 3 from the main High schools attended by Inala students (Glenala, Forest Lake & Corinda) plus the primary school chaplain. It could be carried out in term 3 or term 4, an 8 week program alternating between boys and girls in year 7. This would be run at each primary school within Inala, possibly in the 3rd session of the day. This program would not only address the emotional needs of students but they would also become familiar with a staff member from a high school that they would be attending. |
| **Follow up Action** | Establishment of 2 Focus groups to develop and promote in schools the ideas generated above.   1. **Social / Emotional initiatives for transitioning**   Naomi Cahill, David Newnam, Ngoc Croft, Nicole Walsh, Fran Downs, Joel Bagnall   1. **Educational initiatives for transitioning**   Ben Jack, Andrew Carter, Lyrienne Cook, Fran Downs  Carol Baczyncki, Sandra McCarthy, John Rigsby-Jones |